



**BA (Hons) Primary Education
Non-assesed Placements Handbook
Year 2
2021 – 2022**



**Guidelines for Students and Schools
TE5509**

Contact Details (email communication is best)

If your query is about:	Contact Person	Contact at:
<ul style="list-style-type: none"> ◆ Mentor Training. ◆ Second opinion visits. ◆ External Examiner visits. ◆ Referred or deferred students. ◆ Any urgent issue 	<p style="text-align: center;">Sue Knight Placement Lead</p>	<p style="text-align: center;">Sue.knight@northumbria.ac.uk Tel: 0191 349 5825</p>
<ul style="list-style-type: none"> ◆ Placement allocations ◆ A student or students on placement in your school. ◆ School visits or observation of students. 	<p style="text-align: center;">Sue Knight (PGCE), Lorain Miller (BA1 and PGCE-EYP) Lucy Barker (BA2) Debbie Myers (BA3)</p>	<p style="text-align: center;">Sue.knight@northumbria.ac.uk Tel: 0191 349 5825</p> <p style="text-align: center;">lorain.miller@northumbria.ac.uk Tel: 0191 215 6914</p> <p style="text-align: center;">l.a.barker@northumbria.ac.uk Tel: 0191 215 6458</p> <p style="text-align: center;">debbie.myers@northumbria.ac.uk Tel: 0191 215 6850</p>
<ul style="list-style-type: none"> ◆ A student on block placement, including initial, non-urgent queries and urgent queries if none of the above are contactable 	<p style="text-align: center;">Allocated Link Tutor</p>	<p style="text-align: center;"><i>Add details here when allocated</i></p>
<ul style="list-style-type: none"> ◆ Placement offers. ◆ Partnership Agreements. ◆ Allocation of placements. ◆ Changes to offers. ◆ Finance. 	<p style="text-align: center;">Placements Team: Kevin Sugden Placement Administrator</p>	<p style="text-align: center;">hl.placements.education@northumbria.ac.uk Tel: 0191 215 6474 or 6088</p>
<ul style="list-style-type: none"> ◆ University based content 	<p style="text-align: center;">Programme Leaders: School Direct: Kevin Ardron PGCE Primary: Sophie Meller PGCE EP: Jillian Duncan BA (Hons) Primary- Education: Jo Hume</p>	<p style="text-align: center;">kevin.Ardron@northumbria.ac.uk Sophie.Meller@northumbria.ac.uk jill.Duncan@northumbria.ac.uk joanna.hume@northumbria.ac.uk</p>

We hope that all of our students will work within the expectations of Part 2 of the Teachers' Standards 2012. If you feel this is not the case, or you have any additional concerns, please contact Sue Knight in the first instance.

Contents	Page number
Placement expectations and overview	4-10
Placement tasks	11 - 13
Formative assessment expectations, including Weekly Journals and Subject Specific lesson Observations	14 – 17 22-31
Weekly Review of Progress meetings	15, 24-26
Lesson evaluation	25
Peer observation	20
Students experiencing difficulties	16
The school placement files	18
Lesson planning checklist	18-19
Weekly evaluations	19
Assessment expectations	21
Weekly Journal and examples	24-26
Subject Specific Lesson Observations	22
Concluding the placement and report forms	27

Our vision is to:

‘create excellent 21st Century educators who can lead and inspire children and young people to reach their full potential. We do this through outstanding partnership working, high aspirations, and having raising achievement at the heart of all we do.’

Placement Overview

This non-assessed placement is in one school, arranged in the autumn term. The students will undertake a four-week, non-assessed initial placement, gradually assuming responsibility for a portion of whole class planning, teaching and assessment within the classroom.

For this paired placement, two students are usually placed in the same class and share the planning and delivery of lessons. Team teaching and collaboration are encouraged throughout this placement. The emphasis is initially on students developing an understanding of effective behaviour management, as well as gradually developing their whole class- teaching skills, particularly in the core subjects. Trainees will build on their understanding of pupil progress through focused observation. Students will require a member of staff to be assigned as their mentor throughout their placement time.

At the end of the first phase, schools are required to complete a formative placement report.

Experience of working with a whole class. Students will need to gradually gain experience of whole class teaching. This should include:

- Planning joint lessons (with teacher/peer) and delivering lessons together, e.g. one student/class teacher introducing the lesson, both working with groups during the main part of the lesson and the other student/class teacher concluding the lesson;
- Planning joint lessons (with teacher/or peer) with one student delivering the lesson and the other acting as classroom support;
- Planning and delivering a whole class lesson, identifying the role the other student/class teacher would undertake during the lesson;
- **Behaviour management will be a key focus** for this first school placement;
- During the placement, it is expected that students will work within the Teachers' Standards, always demonstrating appropriate personal and professional conduct.

Curriculum Expectations

The BA (Hons) Primary Education curriculum provides a framework of opportunities aligned to, but not limited by the minimum entitlement outlined in the [Core Content Framework \(CCF\)](#). It represents a coherent and carefully sequenced programme of university delivered training sessions that support student teacher learning through critical engagement with their experiences in the classroom.

A spiral curriculum model for student learning provides opportunities for the 5 core areas of the CCF to be introduced at the beginning of the programme through our university taught sessions. These are built upon through school-based experience and critical reflection on practice and revisited throughout the year as the taught programme aims to support deepen understanding as students' progress towards their early career phase.

Modelling Exemplary Practice

There is an expectation that students have opportunities whilst in the school to observe exemplary classroom practice, throughout the key stages and within a variety of classroom contexts and subjects as stated in Standard 1 of the [National Standards for School Based Initial Teacher Training Mentors \(2016\)](#).

A minimum of one lesson/intervention per week for the student trainee to observe another teacher/teaching assistant teaching a whole class/group/individual. We do understand that under the current Covid restrictions that moving around the school may not be possible.

To comply with ITT criteria could schools all please ensure that trainee teachers are provided with the following at the commencement of their training in school:

- the child protection policy;
- the staff behaviour policy (sometimes called a code of conduct);
- information about the role of the designated safeguarding lead;
- a copy of 'Keeping Children Safe in Education';
- a priority is for the trainee to read and understand the school's safeguarding policy and procedures, including information regarding Prevent and Covid 19. Ensuring they identify who the designated safeguarding lead is within the school and sign the declaration contained in the school context file.

Full details can be accessed via this link:

[Initial teacher training \(ITT\):criteria and supporting advice \(2021\)](#)

Placement Dates

4 weeks 22/11/21- 17/12/21

Dates	Students to focus on	Class teacher/mentors to support with
<p>Week 1 w/b 22/11/21</p>	<p>A priority is to read and understand the schools safeguarding policy and procedures, including information regarding Prevent and Covid 19 procedures. Ensure you identify who the designated safeguarding lead is within the school and sign the declaration contained in the school context file.</p> <p>Be pro-active and begin to undertake some class management tasks during these first few days and throughout the placement with the class teacher's support, and at the class teacher's discretion, such as helping with displays, yard duty or after school club, attending a staff meeting, leading children to and from assembly, stopping children at the end of a lesson, giving the children brief instructions during a lesson etc.</p> <p>Familiarise yourself with the schools' behaviour, special needs, assessment and marking policies.</p> <p>Work alongside the class teacher in the host class, observing how he/ she works, and the various strategies and techniques that are used for managing children's behaviour. It is vital that you understand strategies for ensuring that the children behave appropriately and are aware of the need for consistency in managing children's behaviour</p>	<p>Share the school safeguarding and Covid 19 policy and procedures.</p> <p>Facilitate opportunities to clarify and explain classroom organisation and provide a class timetable.</p> <p>Provide students with any schemes of work or plans for English, mathematics and science work over the block placement period.</p> <p>Share the school behaviour policy and explain how it is applied. Explain systems of sanctions and rewards.</p> <p>To explain how transitions, routines and relationships are managed in the school and classroom and how these impact on behaviour.</p> <p>would be useful for</p>

	<p>Four focus children</p> <p>Identify with the help of the teacher and assessment, four focus children to be monitored throughout the placement and who are representative of the range of attainment in English and mathematics in the class. Begin to collect samples of work for these children (photocopied) from English and mathematics books. Annotate and describe what the child can do in relation to the learning objectives and whether the work was independent or required support. This work will be added to the focus children's profile in your planning and assessment file. Update these gradually with information relating to achievements in other subjects, including cross- curricular/topic focused learning.</p> <p>Prepare a list of questions to discuss with the class teacher or training co-ordinator during the week. These questions should focus on the teacher's use of assessment, target setting and pupil tracking of children's ability in English and mathematics in the class. This completed information will then be placed in the planning and assessment file.</p> <p>Ensure that the planning and assessment and school context files contain all the relevant required information including notes on the school marking policy.</p> <p>Observe a science lesson during this week, either in host class or in another class. Reflect on the organisation of the lesson and the use of resources seen. Discuss the lesson outcomes with each other and class teacher.</p> <p>Prepare to teach an element of English, mathematics or science (mental/oral starter, introductory session, guided group work, plenary etc.) to a group of children of similar ability, including one of the focus children, using the teacher's planning as a starting point. With support from the class teacher, each student will need to develop his/her own lesson plan for the group of children they will be teaching towards the end of the week. Use the lesson plan provided in the back of this</p>	<p>It would be useful for students to gain an understanding of how assessments are carried out across the school, for example, SATS/other assessments are administered.</p> <p>It would also benefit students to become aware of how the host school analyses the assessment data and tracks pupils within and across year groups.</p> <p>Class teacher/school based mentor to carry out student file check.</p> <p>Provide informal feedback on this teaching session.</p>
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	<p>Assessment information gathered to date, in relation to the focus child, should be used when planning the group activity. After the teaching activity discuss the outcome with the class teacher / peer and then annotate your lesson plan in light of this discussion. Please reflect on :</p> <ul style="list-style-type: none"> • What each of the children know and can do and what evidence there is to support this; • What are the implications for future teaching during this placement? • Identify on the lesson plan points for future action with regard to your teaching and children's learning; • Identify a strength and a target based on your own teaching to carry forward into the placement; • Update the pupil profiles of any children who were in the taught session. <p>Observe how Foundation subjects are taught in school and the use of technology in the class.</p> <p>Complete behaviour management task from Placement task list.</p>	<p>Timetable a regular weekly review of progress meeting. Inform university Link Tutor when this will be.</p> <p>Mentors are asked to ensure that students get the opportunity to observe good practice across different keys stages within the school during the course of the whole placement, including observation of phonics and early maths in Foundation Stage and Key Stage 1, as well as gaining an understanding of KS2 expectations.</p> <p>Agree a weekly timetable for the trainee, referring to expectations for 1-1, group and whole class teaching expectations and placement tasks.</p>
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<p>Week 2 w/c 29/11/21</p>	<p>Students should continue to observe and assist the class teacher.</p> <p>In addition, the student should spend time teaching an element of English, mathematics or science to a group of children with at least one focus child in the group (mental/oral starter, introductory session, guided group work, plenary etc).</p> <p>After the teaching activity discuss the outcome with the class teacher / peer and then annotate lesson plans in light of this discussion.</p> <p>Ensure that files are correctly organised and contain the required information.</p> <p>A strength should be identified and a personal target set for the first teaching week.</p> <p>Detailed planning completed and discussed with class teacher in preparation for at least the first lesson taught in each subject area.</p> <p>Complete 3 placement tasks</p>	<p>Check student files to ensure they are well organised and contain the required information. Sign contents pages.</p> <p>Discuss personal targets for the next week.</p> <p>Agree a weekly timetable for the trainee, referring to expectations for 1-1, group and whole class teaching.</p>												
<p>Weeks 3 and 4 6/12- 18/12/21</p>	<p>Students will work up to a timetable that includes approximately:</p> <p>60% time in the host class, teaching parts of some lessons, e.g. starter/plenary while pair and class teacher are in the class, planning and teaching of groups. This can move to teaching whole class lessons after week 3.</p> <p>20% planning and assessment/focus children and whole class. Placement tasks.</p> <p>10% focusing on one core subject (observation of teaching/looking at work/schemes etc.)</p> <p>10% working on personal targets</p> <p>Complete 3 placement tasks each week</p>	<p>A sample day might look like the following:</p> <table border="1" data-bbox="1114 1249 1540 1877"> <tr> <td></td> <td>Student role</td> </tr> <tr> <td>First session</td> <td>Student A- leads teaching Student B- provides classroom support</td> </tr> <tr> <td colspan="2">Break</td> </tr> <tr> <td>Second session</td> <td>Student A- leads teaching Student B- observes in another class</td> </tr> <tr> <td colspan="2">Lunch</td> </tr> <tr> <td>Third session</td> <td>Student B- leads teaching Student A- observes in another class</td> </tr> </table>		Student role	First session	Student A- leads teaching Student B- provides classroom support	Break		Second session	Student A- leads teaching Student B- observes in another class	Lunch		Third session	Student B- leads teaching Student A- observes in another class
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<p>Week 4</p>	<p>Complete 3 placement tasks</p>	<p>Oversee timetable for each weeks' teaching</p> <p>Observe each student teaching and provide verbal and written feedback (ungraded)</p>
		<p>Complete a placement report. This requires no grading but provides summative comments against each of the criteria, helping students to prepare for the second phase.</p>

TE5509

4-week non-assessed PLACEMENT TASKS

Portfolio of Subject Specific Teaching Tasks

The nature of the tasks, and assessment requirements from other modules, mean that you need to be organised and focused and address the tasks systematically. It is suggested that you choose **2/3 task per week** to complete, in a flexible order that suits the demands of your particular placement. There are ten tasks in total – three for each core subject and a behaviour management task. Share the tasks with your mentor and make a plan to complete them within the placement weeks. Tasks could be delivered to the whole class or to small groups. Completion of these tasks will form an evidence base to support your application for Recommendation for Qualified Teaching Status (QTS).

For each of these tasks you need to plan and carry out a teaching activity and then write a reflective statement based on these activities, which you will upload to your ILDP. Planning should be recorded using the Northumbria University planning proforma. There will be guidance during placement lectures about how to structure and write an informative reflective statement. Every lesson delivered must be evaluated in accordance with the impact it has had upon pupil progress.

Task 1 English – Phonics

Find out about the way your placement school delivers phonics. This may be using a scheme of work (Read Write Inc., Jolly Phonics, Letters and Sounds). Plan and teach a phonics session using the school's format as a guide. Write a detailed reflection using the reflective section of the Northumbria lesson planning proforma of what you have learnt about teaching phonics with critical comment where appropriate, including reference to the core criteria for ensuring 'High Quality Phonics'.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/298420/phonics_core_criteria_and_the_self-assessment_process.pdf

Task 2 English – Guided reading

Arrange to watch a guided reading session during your serial placement. This can be a session for the host class or another class in your placement school, as appropriate. It can be a guided reading session to one group or to a range of ability groups. Write a reflective statement recording how successful you feel you have been and your thoughts about the value of guided reading in small groups. Consider the impact on both High Quality Phonics teaching and developing children's reading skills.

Task 3 English – Developing early writing

Consider your understanding of the development of children's early writing as delivered by your taught university sessions. Supplement this (if possible) while you are on placement by considering how the teacher models for and develops effective writing with the children. Plan and deliver a session designed to develop children's early writing at an appropriate level for your placement class. E.g. you could choose a writing stimulus such as an object or a story sack. Write a detailed reflection of what you have learnt about strategies to develop early writing with critical comment where appropriate.

Task 4 Mathematics – Problem solving

Plan and deliver a problem solving activity to a whole class (or smaller teaching group). Think about the context for your problem – it may be linked to one or more of the number operations. Reflect on what you are assessing – is it the final answer or the processes involved? How might you assess learning? Write a reflective statement detailing what you have learnt.

Task 5 – Mathematics – Concrete Resources in mathematics teaching

Plan and deliver a mathematics session to a whole class (or smaller teaching group). As part of this activity, look for suitable mathematics concrete resources to support learning. This could be Numicon, Multilink, hand puppets, dice etc.

Consider why you have chosen to use this resource to support learning specifically. Write a reflective statement discussing how the use of concrete resources has impacted upon the child(ren)'s learning.

Task 6 – Mathematics - The Role of Questioning in mathematics

Plan and deliver a mathematics session to a whole class (or smaller teaching group) linked to the scheme of work or topic your class is currently scheduled to receive. In your planning, focus particularly on the types of questions you will ask and how these can identify any errors or misconceptions. Write a reflective statement considering how the use of questions improved the children's understanding of mathematical concepts.

Task 7 – Science – Teaching and learning in science

Discuss with your mentor how science is delivered in your class. Find out what science is being taught in your class and in the wider school (look for long and medium term plans). What strategies are used to plan and deliver effective science lessons? Write a reflective account of what you have learnt and link this to your developing understanding of the principles of effective science teaching from your university sessions. This activity will inform the next two tasks so it will be sensible to carry out this science task before the others.

Task 8 – Science - Planning and Teaching in Science

Plan and deliver a practical science session to a whole class (or smaller teaching group) on any subject knowledge aspect of the science curriculum in your chosen age phase. This could be linked to an existing topic within the class. Focus particularly on finding an engaging starting point and your use of suitable resources – what are you using to make the activity effective and to help the children learn? How important are practical resources for successful learning in science? Write a reflection on your experience.

Task 9 – The Role of Questioning in science

Plan and deliver a practical science activity (to the whole class or smaller group) linked either to the current science topic in the class or based upon an area for development in your science subject knowledge. Focus particularly on the types of questions you will ask and how these can identify children's prior knowledge and any errors or misconceptions. Write a reflection based upon your experiences of using questioning in science to develop understanding.

Task 10 (to be completed in week 1)

Behaviour management – Behaviour for Learning

Locate a copy of the school's Behaviour policy. Reflect on how the school manages the childrens' behaviour in and around school and in classrooms. Does the school use rewards and sanctions or only rewards? What do children like/dislike about the systems in place? What do you like/dislike about the systems in place?

After discussion with the class teacher, design a behaviour management tool that supports the school's policy for behaviour. This could be a reward system (extrinsic) or a behaviour for learning technique (intrinsic motivation). Use the system in the classroom with the teacher's support and review how well it worked.

Intrinsic motivation refers to behaviour that is driven by internal rewards. In other words, the motivation to engage in a behaviour arises from within the individual because it is naturally satisfying to you. This contrasts with extrinsic motivation, which involves engaging in a behaviour in order to earn external rewards or avoid consequences.

Assessment

For this **unassessed** phase of the placement the Weekly Review of Progress is the main formative assessment opportunity, informing feedback and specific targets to ensure progress is made and enable students to progress to their second phase of placement. The Weekly Journal, completed by the teacher, which will also include a minimum 1 Subject Specific Lesson Observation, will also inform this formative feedback.

Although unassessed, if any aspect of this placement is causing concern, please refer to the cause for concern procedure and inform the Link Tutor.

Teaching Weeks

Students have a responsibility to:

- Work on personal targets set each week;
- Proactively improve their own subject knowledge, with a strong focus on English/mathematics and science in KS1 and KS2;
- Respond professionally to advice given, as well as proactively seek advice;
- Reflect on and analyse all taught activities and lessons, annotate planning accordingly;
- Observe their partner teaching for approximately 10 minutes, record the observation on the Peer Observation Feedback Record Sheet, and give appropriate feedback; (where students are not in a paired placement it would be helpful if the class teacher could undertake a similar observation and feedback session);
- Complete a weekly evaluation (using the proforma on Blackboard)
- Prepare for the Weekly Review of Progress meetings appropriately;
- Keep notes from tutorials and points discussed with class teacher / mentor;
- Update records on the four focus children, outlining their progress;
- Continue to update both files, which are always available for scrutiny from school and university staff;
- Manage time efficiently to meet the demands of the placement;
- Maintain an excellent punctuality and attendance record.

Placement Feedback and Support

Weekly Journal

The Weekly Journal is intended to be a working document to capture the teaching and wider professional experience and behaviours of trainees across each week of placement. This can include dipping into parts of lessons observing activities and tasks throughout the week (two examples are included on p.24). Strengths and areas for development can be recorded in anticipation of the Weekly Review of Progress.

Weekly Review of Progress Tutorials

The Weekly Review of Progress becomes the key formative assessment tool for all school placements. Students should meet with the teacher/mentor every week of placement to evaluate and review their placement experience. This should be timetabled to allow the student time to prepare ahead of time. The discussion will consider pupil feedback, marking, planning, assessment, relevant tasks, TA feedback and the evidence from the weekly journal and subject specific lesson observation/s. Trainees may also have evidence in their placement files and weekly reflections. An overall formative judgement is made at the end of the meeting, the trainee will either be working towards the placement expectations (as described within the handbook), or is assessed to be meeting expectations. If any concerns are raised at any point please refer to the cause for concern procedure (p.18).

A maximum of 2 SMART(**S**pecific, **M**easurable, **A**chievable,**R**ealistic and **T**ime constrained) targets should be agreed at the end of the meeting and will then be the focus for the weekly journal and subject specific lesson observations for the following week.

A **Weekly Review of Progress proforma** should be completed for each week and is signed by teacher/mentor and student. The trainee is then responsible for sharing a copy with the Link Tutor and putting a hard copy in the placement file.

The Link Tutor will attend at least one of these meetings each placement, in person or via a Microsoft Teams meeting.

During these reviews, it would be helpful if the question prompts below could be used to frame a short discussion, one each week, which would link their placement experience with university learning and expectations within the Core Content Framework:

Early Stage of Training (BA (hons) Primary Education non-assessed)		
The five focus areas (Behaviour management, Curriculum, Assessment, Pedagogy and Professional behaviours) are those which we assess the trainees against and informs their end of placement report		
Week	Question Focus	Links to university-based training
Week 1	B Consider the university- based behaviour management and theory training. What aspect has had the most impact?	Trainees will have had university-based focussed lectures and tutorials on theories of successful behaviour management strategies and suggested academic reading, plus an expert input from one of our partnership schools
Week 2	C How has the National Curriculum informed your placement schools' curriculum design?	Examination of curricular design and theory during Curriculum Studies module and Enhanced Curriculum Studies module.
Week 3	C How do expert colleagues consider and impact on early literacy/reading to ensure all pupils can access the curriculum?	Training on general principles of BR@P intervention. Accredited intervention training for reading. English lectures exploring theory and practice related to English teaching, reading. Specific phonic training.
Week 4	A How do expert colleagues consider pupils' prior learning when planning to impact on pupils' learning and progress?	University based training on inclusive practice and assessment for learning principles and theory, including using LOs and success criteria. Subject specific assessment principles. Assessing individual pupils through an intervention.

Students experiencing difficulties

Students who experience problems or difficulties on placement should speak in the first instance to the host class teacher or school and/or mentor and highlight the problem(s). The problem(s) may be able to be solved at school level without any other support. Students should contact their Link Tutor after this if they need further support and advice.

Class teachers/ mentors who are concerned about any aspect of a student's placement should refer to the cause for concern procedure that follows.

Cause for Concern Procedure

Cause for concern is intended to be a developmental and supportive process

A cause for concern will be raised when:

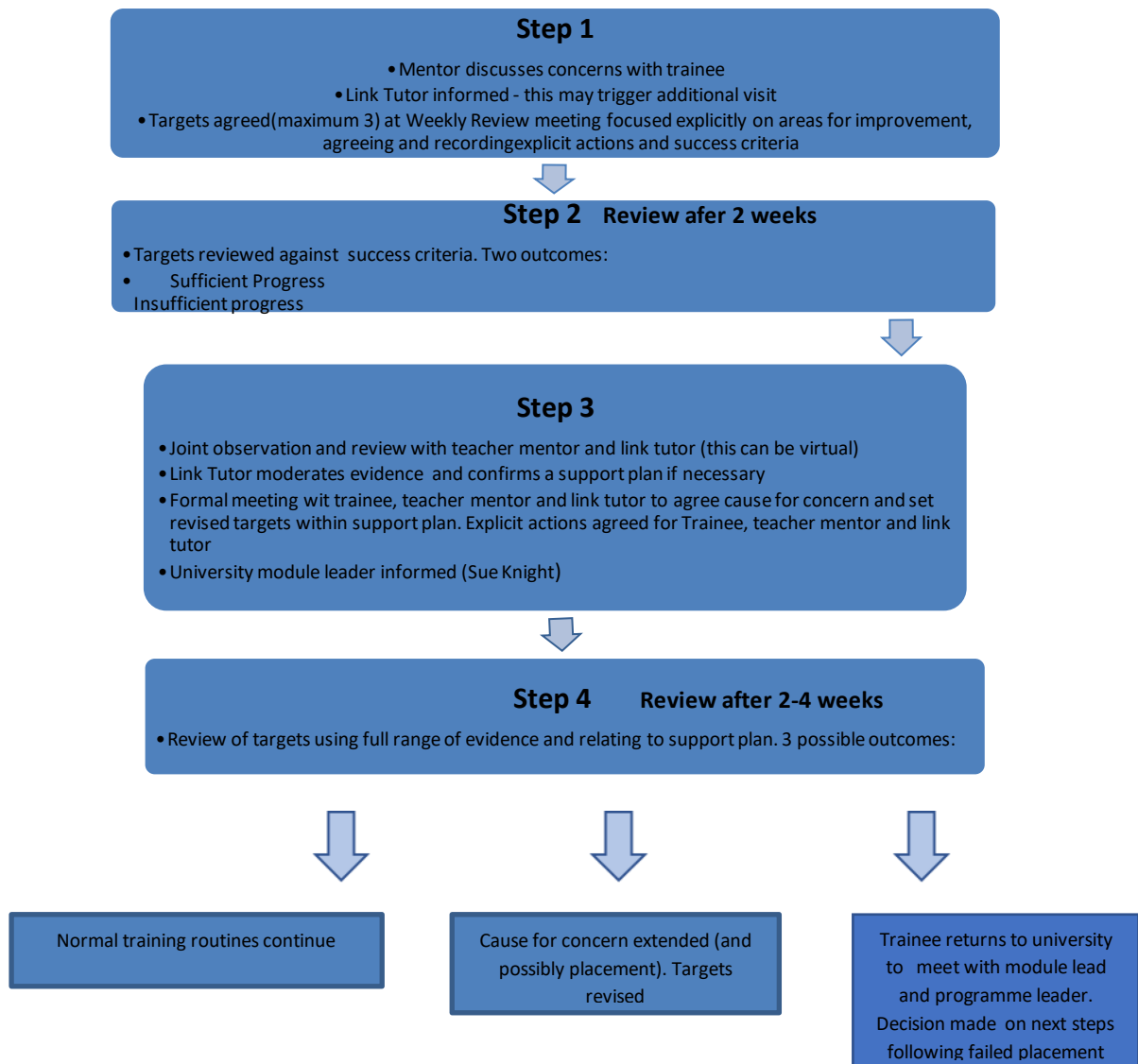
- a trainee's teaching, for any reason, is not developing as expected; for example, if a trainee 'plateaus' and there is no evidence of further progress or development in the quality of their teaching;
- a trainee struggles professionally or personally to make progress;
- a trainee fails to demonstrate high standards of personal and professional conduct (Teachers' Standards Part Two: Personal and professional conduct).

Specifically, a cause for concern:

- can be raised at any stage of the programme;
- will usually relate to specific aspects of the trainee's teaching and be characterised by a lack of expected progress by the trainee against the ITE curriculum or by a lack of impact on outcomes for pupils.

Targets to support a cause for concern procedure

- Targets for improvement must be explicitly linked to area(s) of concern in the trainee's teaching, mastery of the ITE curriculum, impact on outcomes for pupils or ability to uphold the expectations in Part Two of the Teachers' Standards;
- Targets will require agreed actions for both the trainee and all those working with them in the training programme;
- The setting and revision of targets must be based on the review of the full range of evidence; there must be clear correlation between the identified issues and the targets set;





The School Placement Files

Students will keep two files during the placement which they are expected to have in school with them at all times. The files are professional working documents kept by the student and constitute an evidence base for the student's performance on placement. The files are particularly useful as evidence of an ability to evaluate, plan, manage and organise. They can provide evidence of recording pupil progress and personal progress.

- The student must establish their files before the start of the placement and always have them available for scrutiny to all parties concerned with the placement, namely; teachers/mentor, Senior Management Team, university Link Tutor and the External Examiner;
- The files are working documents and may contain annotations, post-it notes and additional material from the student, teachers and University Link Tutors;
- The files should be well organised and presented and clearly divided into sections;
- They should be up to date and sufficiently detailed;
- Files may be shared with other schools at parity meetings to be arranged by the link tutor towards the end of the placement.

Content of the Files

File 1 - Planning and Assessment File - a daily working document, containing all planning and assessment information, including annotations and resources as appropriate

File 2 - School Context File – contains all relevant contextual information, including required school policies.

Planning and Preparation Checklist

Students should read through the following checklist when beginning the planning process and again when a detailed plan is in place. In time, the considerations contained here will become automatic. In Phase 1 we would expect class teachers to support students with this process. All planning should be on the Northumbria template.

- Do you know exactly what you want the children to learn in each part of the lesson/activity?
- Have you thought about how you will make sure children know and understand the learning objectives?
- What is the children's prior learning?
- Have you considered the kind of questions the children may ask and the misunderstandings

they may have?

- Have you thought about the key information you will need to explain and how you will do this?
- Have you thought about the key vocabulary you need to teach and key questions you need to ask?
- Do you know what the children will DO in each part of the lesson/activity?
- Do you know how you will make the success criteria clear to the children?
- Have you thought about where and with whom the children will work?
- Have you checked the resources you will need?
- Have you thought about how you will ensure that all the children are all involved in the lesson/activity?
- Have you considered how you will support learning (special needs) or extend learning (more able children)?
- Have you thought what your role, and possibly that of other adults, will be during each part of the lesson/activity?

Lesson Plan Evaluations

All lessons taught should be evaluated **on the lesson plans** and, should consider the following points:

- achievement of learning outcomes;
- pupils' learning and their work;
- relationships;
- organisation and management of the whole lesson;
- organisation and management of a particular phase within the lesson;
- use and effectiveness of resources;
- use of teaching methods;
- discipline and control of class or groups;
- management of or behaviour of individual pupils;
- aspects of delivery, such as pace of lesson;
- aspects of the lesson, such as the appropriateness of the content and its match with the pupils' needs;
- introductions and conclusions to teaching episodes;
- work with teachers, with and within teams;
- work and relationships with other adults in the classroom / in the school;
- use of questioning, explaining, discussion, instruction;
- awareness and use of the learning environment;
- the use of time - the student's and the pupils.

Weekly evaluations should also be kept by the student. A good weekly evaluation will be dated, analytical and not descriptive. It should reflect on how specific aspects of your teaching have impacted on children's learning and should begin to explore ways in which this should influence your subsequent planning and teaching. It should also include an overall summary of the extent to which children have



met their learning outcomes through the week. In most cases a minimum of one side of A4 at font size 12 would be considered appropriate for a weekly evaluation. These should be printed out and put into your placement file.

Peer Observations

In addition, students should carry out one peer observation per week on their paired partner. They should observe their partner teaching a lesson for approximately 10 minutes and feedback using the peer observation schedule.

Where students are not paired with a partner in a classroom, they will benefit from team planning and teaching with the class teacher. The class teacher can assume the role of the other student during class lessons, as below, and should carry out and complete the peer observation in addition to the Weekly Journal and any subject specific observations. These should be evidenced in placement files.

Assessment expectations for both 4 week non assessed and assessed intervention placements

Stage 1 Initial non-assessed placement and assessed placements BA2		
University based provision	School based provision	Student expectations
<ul style="list-style-type: none"> To understand assessment for learning (AfL) Introduction to using Learning Objectives and success criteria for each taught lesson Assess – Plan – Do – Review cycle of learning  <ul style="list-style-type: none"> Understand the different forms of formative and summative assessment Gather evidence for 4 focus children - focus children – BA2 Detailed assessment of intervention children, tracking progress over each lesson taught on the colour coded tracker (see example) 	<ul style="list-style-type: none"> Model the process of setting and assessing against appropriate Learning Objectives and success criteria in the core subjects Share class and school marking systems and model detailed marking in the core subjects Explain how the marking feeds into future planning, teaching and assessment Explain how this information is shared with parents Assist in the initial identification of 4/2 focus children to demonstrate a range of ability within the class Share information regarding reporting to parents. Show an example report and allow student to observe teacher/parent meetings as appropriate 	<ul style="list-style-type: none"> To make clear to learners the purposes of activities and tasks To relate all learning to Learning Objectives and clear success criteria To involve learners in their own and peers' learning To provide oral and written feedback that is accurate, supportive and constructive To use questioning in order to further and deepen learners' understanding Use assessment and evaluation of pupils' learning to inform their planning To assess the learning of intervention children Begin to assess the learning of 4 focus children. Set a baseline by gathering a range of evidence and prior assessments. Then collate detailed evidence of progress over time. This should include reading (including phonics), speaking and listening (as relevant), writing and mathematics To mark the children's work after all taught lessons using the class/school policy

Subject Focussed Lesson Observation

	➔	➔	➔	➔
Learning, Teaching & Assessment	Learning objective may be appropriate but not explained or put into context sufficiently.	Appropriate learning objective and success criteria visible (if age appropriate). These may not be fully explained or referred to during the lesson.	Appropriate and clear learning objective with success criteria explained. These are visible and referred to throughout the lesson.	Challenging and appropriate learning objectives are contextualised. Links are made with other aspects of pupils' learning. Success criteria are used effectively to evidence progress.
	No defined plenary or opportunity created for pupils to reflect on their learning.	Minimal or rushed plenary time. This may be used as an opportunity for self-assessment against the learning objective but may not explore how the teaching has supported pupil progress. No reference made to future learning.	Plenaries are used to recap and extend learning or address misconceptions. Pupils are beginning to explain what they have learn and are supported as they consider how this links to future learning.	Plenaries are used effectively as an opportunity for pupils to assess their own learning and consider the work of others. Pupils are given opportunities to explain how they have made progress. Trainee sums up by making explicit links to the next lesson.
	Little evidence of questions being used to support pupil learning.	Trainee beginning to use questions to support understanding and encourage learning.	Open and differentiated questioning used to encourage full responses, with opportunities for pupils to justify their thoughts.	Learning is supported by a high quality dialogue and the confident use of differentiated questioning. All pupils are challenged to think and fully supported as they are encouraged to contribute to the discussion
	Learning objective is not reflected by the planned activities. Little evidence of learning being supported by interactive teaching strategies. Pupils are generally passive.	Teaching and learning activities reflect the intended learning objective. Pupil learning and engagement is supported by interactive teaching strategies.	Pupils are engaged and eager to learn. Activities and teaching input support pupils of all abilities in making progress.	Pupils are consistently and effectively supported and make progress as a result. Outstanding teaching and stimulating resources promote engagement and a love of learning.
Pupil progress & Learning	Little or no awareness of pupils' capabilities or how to develop knowledge through effective use of lesson time.	Some awareness of pupils' capabilities and prior learning. Trainee demonstrates an ability to use the lesson to extend pupil knowledge and understanding.	Pupil learning is supported by teaching that is responsive and adaptable. Feedback to learners helps them to understand what they need to do to move improve.	Lesson time is used to maximum effect. Pupil learning and progress is assured by teaching that is responsive and adaptable. Feedback to pupils reflects the trainee's understanding of individual capabilities and their next steps to learning.
	No evidence to suggest that the trainee understands how and when to differentiate appropriately. Pupil learning and progress are inhibited.	Trainee understands the needs of individuals and groups, and how to provide differentiated support that enables learning.	Consistently uses a range of differentiated approaches to enable pupil learning. Trainee is able to use strategies to challenge and motivate where attainment might be low.	Consistent and effective differentiation ensures that all pupils make progress. Well planned activities are inclusive of all pupils showing the trainees' ability to give them access to the lesson as well as extending their current stage of development.
	Learning is not supported by effective teaching strategies. Pupils often passive.	Strategies and activities modelled support pupil learning. The classroom environment and resources support pupil progress.	Trainee is confident in modelling a range of strategies that support learning. Creative use of resources ensures that pupils are engaged and able to make progress.	Learning is supported throughout the lesson by effective modelling that scaffolds and supports all pupils. High quality resources are differentiated and ensure all learners make progress.
Subject Knowledge/Pupil Learning	Trainee's knowledge of the subject/curriculum area is weak and inhibits pupil learning.	Pupil learning is supported by secure subject/curriculum knowledge. Trainee is able to foster an interest in the subject and address misconceptions.	Pupil learning and interest is enhanced by the trainee's subject knowledge and curriculum expertise. Trainee draws on this to provide a range of explanations so that pupils develop a body of knowledge and skills.	Pupil learning and understanding is extended by the trainee who draws confidently and enthusiastically on their own subject/curriculum knowledge. The trainee recognises where misconceptions may arise and is proactive in addressing these to ensure all pupils make expected progress.
Behaviour for Learning	Learning is inhibited as the trainee does not demonstrate high expectations of behaviour or employ effective strategies.	Trainee has high expectations of behaviour and uses a range of strategies including praise, sanctions and rewards to maintain the learning environment.	Pupils clearly understand expectations and respond well to the consistent and effective use of praise, support and behaviour management strategies. A calm working environment conducive to learning.	Sustained and targeted use of praise, support and behaviour management strategies. High quality dialogue engages all pupils resulting in a purposeful learning environment.
	Pupils unaware of what they have to do/what they are learning.	Pupils understand what they are learning and are generally focused on the task.	Pupils are motivated to learn and engage enthusiastically with the tasks and activities.	All pupils are fully engaged in their learning. The trainee channels this enthusiasm effectively and ensures that pupils understand the purpose of the lesson and how this builds on what they already know.
	Additional adults not used consistently or effectively during the lesson.	Resources are prepared and used appropriately throughout the lesson. This includes the deployment of additional adults working in the classroom.	Pupil learning is supported by the effective use of resources and involvement of additional adults working in the classroom.	Pupil learning is fully supported by additional adults who contribute to maximum effect in different phases of the lesson. The trainee works collaboratively to ensure all pupils are supported in making progress.

Trainee Name		Date	
Observer		Time	
Subject Focus		KS/Year	

<p>Focus and context of observation Mentor will have discussed this with the trainee prior to observation. Reference should be made to current targets set in weekly review.</p>
<p>Summary of key strengths following observation:</p>
<p>Learning, Teaching & Assessment:</p>
<p>Pupil Progress & Learning:</p>
<p>Subject Knowledge & Pupil Learning:</p>
<p>Behaviour for Learning:</p>
<p>Specific targets to enable trainees to make progress, including subject specific targets. Please include any strategies you recommend; these will be used to inform feedback in the weekly review of progress.</p> <p>(During teaching, students should consistently demonstrate appropriate behaviours and attitudes as identified within Part 2 of the 2012 Teacher Standards)</p>

Weekly Review of Progress with class-based/school mentor	
Trainee Name:	
Review of week beginning:	

Trainee points for discussion	
Trainee: Bullet point areas of strength (ahead of the meeting)	
•	
Trainee: Bullet point areas for development (ahead of the meeting)	
•	
Mentor Evaluation	
Please comment on evidence in relation to these areas:	Comments
Discussion with trainee/ self-evaluation of learning	<p>To support this discussion, trainees should draw upon:</p> <ul style="list-style-type: none"> • Placement files • Individual Learning & Development Portfolio(ILDP) • Revision of previous targets • Developing subject knowledge • Lesson observation/weekly journal feedback • Additional evidence trainee wishes to present
Discussion with learners	

Discussion with TA/other adult	
Learners responses within lessons and in books/pieces of work	
Quality of marking and feedback	
Trainees' assessment and planning records.	Please also comment here on self-organisation and preparation
Observations of teaching and learning	Evidenced in the Weekly Journal and at least one detailed lesson observation
Tasks if prescribed	Trainees should refer to university-based content and how this has informed their own learning and developing subject knowledge/mastery of the curriculum

Other	<p>This could include:</p> <ul style="list-style-type: none"> • School based CPD • Activities related to standard 8 of the Teachers' Standards, (Fulfilling professional responsibilities) and Part 2 (Personal and professional conduct) 	
Overall Judgement		
Using the range of evidence make an overall judgement on progress this week:		
Working towards Expectation <input data-bbox="619 797 724 864" type="checkbox"/>	Meeting Expectation <input data-bbox="1342 797 1447 864" type="checkbox"/>	
Targets agreed for the week ahead		
Target	Action (How will you do this?)	Support (What support might you need?)
Signed		
Mentor		
Trainee		

Placement Report Forms

- This placement requires a report with formative feedback against each of the assessed areas (professional behaviours, curriculum, pedagogy, assessment, behaviour management, plus any additional comments). This needs to be signed by trainee and teacher/mentor and shared with the link tutor who will sign it and may wish to add a comment. A hard copy of this form should be given to the student at the end of each phase which they will need to add to their placement file a, upload to Blackboard site TE6661 and put onto their ILDP.



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Initial Teacher Education Placement Report

Please complete this electronically and share with the Link Tutor. The final version should be signed by the School Mentor, Link Tutor and Trainee. The Trainee will upload a copy to Blackboard and their ILDP.

Name of student:	
Dates of placement:	
Name of school/setting:	
Year group:	
School Training Co-ordinator	
Mentor:	
Link Tutor:	
Number of days absent:	
Please comment on the following areas using evidence from the Weekly Review of Progress meetings:	
<p>Professional behaviours</p> <p>Made valuable contributions to the wider life of the school.</p> <p>Had appropriate discussions with key members of the senior leadership team (For example, SENCO, subject leads, pastoral lead.)</p> <p>Taken part in CPD sessions and the impact these may have had on development.</p>	

<p>When working with Teaching Assistants/other adults, steps taken to maximise their impact on pupils' learning and progress.</p> <p>Responded to or witnessed a safeguarding incident appropriately.</p> <p>Experiences of working with parents, carers and families.</p> <p>Demonstrated professionalism in relation to the theory and training received at university and whilst on placement.</p>				
<p>Judgement for Professional Behaviours overall</p>	<p>Working Towards Expectation(WTE)</p>	<input type="text"/>	<p>Meeting Expectation(ME)</p>	<input type="text"/>

<p>Curriculum</p> <p>Familiarised themselves with the school curriculum.</p> <p>All planning and teaching within the classroom is linked tightly to school's curriculum. Understands the term 'a carefully sequenced and coherent curriculum'.</p> <p>Developed confidence in all relevant areas of subject knowledge and understands the impact of this on the ability to impact on pupils' learning and progress. This includes developing understanding of the National Curriculum expectations.</p> <p>Understands how expert colleagues sequence learning to ensure that pupils are able to link new ideas to their existing knowledge. Beginning to plan lessons to incorporate this concept.</p> <p>Understands how both the university-based training and school-led training/experiences have helped them become confident in the teaching of Early Reading (including Systematic Synthetic Phonics).</p> <p>Developed a range of teaching strategies to engage and enthuse pupils, especially in relation to understanding what they are learning and why.</p>				
<p>Curriculum knowledge judgement overall</p>	<p>WTE</p>	<input type="text"/>	<p>ME</p>	<input type="text"/>

<p>Pedagogy</p> <p>Awareness of the grouping of pupils for different purposes and understands the most effective methods to impact pupils' learning and progress.</p> <p>Breaks down complex concepts into smaller steps in order to support pupils' learning and progress.</p> <p>Uses appropriate questioning strategies to engage pupils, to check their prior knowledge and assess their understanding.</p> <p>Demonstrates effective modelling and understands the impact of this on the pupils' learning and progress.</p> <p>Scaffolds teaching appropriately to impact on pupils' learning and progress.</p> <p>Observed and used successful strategies when working with SEND pupils within the class to impact on their learning and progress. Is aware of the SEND Code of Practice.</p> <p>When planning sequences of lessons, considers working memory and metacognition of the pupils within the class.</p>				
<p>Pedagogy judgement overall</p>	WTE	<input type="text"/>	ME	<input type="text"/>
<p>Assessment</p> <p>Understands how high quality feedback, written and verbal, has a significant impact on pupils' learning and progress.</p> <p>Understands the value of this feedback to impact on the progress of a pupil or group of pupils, planning opportunities to reflect on their learning.</p> <p>Understands how formative assessment can be used during teaching and how these assessments impact on individuals and groups of pupils.</p> <p>Consistently uses an appropriate Learning Objective and assesses/ marks against this criteria with clear feedback and 'next steps' for pupils.</p> <p>Completes group/class progress trackers.</p> <p>Understands the relationship between formative and summative assessment and how they can each support teaching and learning.</p> <p>Utilised whole school data about the pupils in the class/es and understands how to make best use of</p>				

<p>the data that is collected within the class/es or across the school.</p> <p>Understands what the most important elements in effective and accurate assessment of pupils' progress are.</p>					
Assessment judgement overall	<table border="1"> <tr> <td style="text-align: center;">WTE</td> <td style="width: 50px; height: 30px;"></td> <td style="text-align: center;">ME</td> <td style="width: 50px; height: 30px;"></td> </tr> </table>	WTE		ME	
WTE		ME			
<p>Behaviour management Adhered to school/ class behaviour policy to manage pupil behaviour.</p> <p>Promoted high expectations for all pupils in the class/es with routines established to effectively manage behaviour.</p> <p>Maintains a positive classroom culture.</p> <p>Understands the relationship between having high expectations and the impact this has on pupil behaviour.</p> <p>Is able to relate aspects of theory learned in university-based to managing pupil behaviour successfully.</p> <p>Awareness of the difference between intrinsic and extrinsic rewards.</p>					
Behaviour management judgement overall	<table border="1"> <tr> <td style="text-align: center;">WTE</td> <td style="width: 50px; height: 30px;"></td> <td style="text-align: center;">ME</td> <td style="width: 50px; height: 30px;"></td> </tr> </table>	WTE		ME	
WTE		ME			
Additional comments:					
Link Tutor comments:					
Suggested Targets					
SMART target	Actions required				
1.					
2.					

3.	
Signature of member of staff supervising this placement:	
Signature of University Link Tutor for this placement:	
Student signature:	
Date:	

Please see separate folder for the documents needed. Student teachers also have access to all the relevant documents for the placement on the University Blackboard site.

We are grateful to the schools for the provision of high-quality training and for their assistance in the development of various aspects of the Initial Teacher Training Partnership with Northumbria University. **Thank you all.**